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ABSTRACT

The Tombigbee Regional Library in West Point, Mississippi, conducted a literacy program from October 1, 1988 to September 30, 1989. During the period, the program recruited 166 students and 64 new tutors, provided funding for 110 students not eligible for Job Training Partnership Act funding, solicited and used community resources and funds, and expanded to seven other system libraries. The program also refined and improved its training methods and recordkeeping and hired more staff. Individualized Education Programs (IEPs) were created for each student. Instructional materials relevant to students' needs were used. Two computer laboratories were donated through the efforts of community groups and were in constant use for student practice. The program was regarded as successful by project organizers and the community. It is felt that the library atmosphere and its community support contributed greatly to the success of the program. (KC)

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Tombigbee Regional Library

SERVING CLAY, MONROE, CHOCTAW & WEBSTER COUNTIES

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jRe: 1989 Final Report R167A80248

Attached: Copy of final report for 1989 as replacement for copies mailed last yer.

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Final Performance Report

for

Tombigbee Regional Library System

West Point, MS

December 1989

Library Service and Construction Act, Title VI

(CFDA No. 84.167)

Library Literacy Program

For Period 10-1-88 - 9-30-88

Part I

Special Information

Headquarters: Tombigbee Regional Library
Bryan Public Library
P.O. Box 675
West Point, MS 39773

Participating Libraries:

Amory Municipal Library
2nd Ave N at 4th Street
Amory, MS 38821

Webster County Library
P.O. Box 205
Eupora, MS 39744

Choctaw County Public Library
P.O. Box 755
Ackerman, MS 39735

Mathiston Public Library
P.O. Box 82
Mathiston, MS 39752

Weir Public Library
Box 248
Weir, MS 39772

Wren Public Library
Rt 1, Box 176
Aberdeen, MS 39730

Prepared by: Anna T. Tumlinson, Regional Literacy Coordinator
(601) 494-4872

Grant Number	R167A80248
Grant Amount	$25,000.00
Actual Expenditures	$25,000.00

Part II Narrative

A. Objectives

1. To provide for enrollees not eligible for JTPA Grant money.
   LSCA has provided funding for 110 students this year.
   See page 5.

2. To recruit and train, with optimum resources, 150 students.
   Met goal with 166 students. See page 5.

3. To solicit and utilize more fully community resources for publicity, volunteer workers, joint efforts and material resources.
   See cooperation and gifts attached pages 5-10.

4. To expand as soon as feasible to other regional system libraries.
   Seven system libraries are active participants. This is an increase of four. See page 11.

5. To refine and develop the quality of our training methods, teacher training, record keeping and general operational procedures.
   See pages 12-16.

6. To obtain more personnel time in order to effectively carry out our goals.
   See pages 16-17.

7. See budget information.

STUDENT PROFILE AS OF OCTOBER 1989

Age Groups

16-20	5
21-30	38
31-40	64
41-50	28
51-60	19
60-above	12
Total	166

Race

Black	116
White	46
Other	4

Previous Education

Below 5th Grade	64
6-8 Grade	53
High School	40
Special Ed	9

Employment Status

Unemployed	79
Employed	79
Retired	8

TUTOR PROFILE AS OF OCTOBER 1989

Age Groups

16-20	
21-30	33
31-40	20
41-50	38
51-60	37
60-above	66
Total	194

Educational Background

High School or GED	38
Some college	28
College Degree	101
Graduate Work	27

Race

Black	40
White	152
Other	2

GROWTH RATE

	Sept. 1986 (First 12 mo. period)	Oct 1987	Oct 1988	Oct 1989	Jan 1990
All Active Students	46	103	166	179	
Poverty Level	23	41	55	84	
Others	23	62	111	119	
Volunteer Tutors	41	139	203	203	

Part II Narrative

A.1

In October of 1986 this literacy program began with a group of volunteers and the Bryan Library sponsorship and resources. We received through the efforts of the Mississippi Library Commission a grant from JTPA (Job Training Partnership Act) 8% funds in the amount of $10,000.00. This bought basic student supplies and the services of a part-time coordinator.

It was apparent from the beginning that more than half of our applicants were not JTPA eligible. With the resources of the library, we decided to enroll any Clay County citizen who requested our services. On the basis of this specific need we applied for and were granted a $25,000.00 LSCA Library Literacy Grant.

A.2

As is seen by the foregoing figure of the 166 (as of Oct 89) enrollees we surpassed our enrollment goal of 150. We also recruited and trained 64 new tutors. (increase of 46%) This was at a rate of $140.00 per student as LSCA expense and $206 per student including all funding sources. This includes overhead, administration, personnel, equipment and training materials.

During grant period we pushed in every direction to retain and strengthen acceptance and support in the communities. These efforts included presenting our program and the dismal illiteracy statistics of our area to the mayor, city board, Economic Council, churches, civic groups (Rotory, Kiwanis, Pilot, etc) cultural groups, 4 newspapers, 3 TV stations, 2 radio stations, the major local industries and government agencies. The possibilities for good for our citizens and economy inherent in this literacy effort were

recognized with encouragement, support, increased volunteering and material resources. A continuing effort is being made to interact with other service oriented entities for a joint effort and mutual goals. (See below for listing of supporting groups and gifts.

Cooperation in extending the services of the literacy program has been received from the following:

The Amory Kiwanis Club sponsored and helped raise money for the new computer lab in Amory. Amory acquired 2 IBM computers, printer and student materials through this community effort.

The Clay County Health Department is assisting in publicizing the reading program and has sent some students. Eye and ear testing is available for a minimal fee for poverty-level students.

The Welfare Department has been very helpful in publicizing the program and directing us toward potential students. We are enrolling welfare recipients who are Workfare participants. This educational time counts as hours of employment training for the non-readers. Many of these students have specific job-oriented requirements to be met in the literacy program.

The State Department of Education is helpful in training personnel and tutors. They give program guidance and generally oversee our procedures. They offer several training seminars each year for co-ordinators and tutors. They give overall operational help for record and administration.

The Mayor of West Point has been contacted in regard to general cooperation and has assured us that additional training space will be provided as needed. They supplied financial aid and city personnel for the Computer Lab Installation.

The West Point Police Department has provided evening teaching space and is interested in the program. We have provided special tutors to work with jail inmates in Clay and Monroe counties as the need arises. Currently, we have 2 inmate students and an inmate tutor (M.A.).

The Clay County Vo-Tech Director is working with us in placing eligible students into the GED program. Eighteen have finished our course and were sent to Vo-Tech. We have agreed to send GED-eligible applicants to Vo-Tech classes. They do pre-testing and help with curriculum material selection.

East Mississippi Junior College, Golden Triangle Vo-Tech Division - The Director of ABE services cooperates with referrals, joint promotion efforts and GED preparation placements.

We work with The Handicapped Skills Training Schools in training low-level readers. This makes their job-related skills more effective.

This same type of cooperation is being extended (by the counties) to the programs in each unit area. The assistant coordinators there are actively soliciting interest and support.

Local Industries - Special effort has been made with 5 large industries in enrolling their employees. One has an in-house GED program and refers their non-readers to us. They are very supportive of the Literacy Program. One of these gave $7,500 toward purchase of PALS system, several have given substantial materials and equipment for computer installation and program enhancement.

Lions Club - Although the Lions Club normally buys glasses for just the young, they have been generous in helping older students who are good, regular students and are financially in need.

The Clay County Homemakers Club, sponsored by the Extension Service, is actively supporting the literacy program. They participate in all training programs and members are teaching and recruiting students throughout the county.

We have participated in training and promotional programs sponsored by Miss. Council on Aging, The Golden Triangle Adult Education Council, The Miss. Association of Vocational Educators, The Gannett Foundation Regional Seminars and The Governor's Literacy Conference, and Miss. Dept. of Education training seminars, TVA area efforts and Appalachia Regional Commission.

Our region was instrumental in development of an 8-county Literacy Council which meets monthly to review the literacy needs in this area. We focus on civic and industrial involvement, referrals, and joint efforts for publicity and training. We have jointly sponsored 2 business and industry breakfasts.

The City of West Point has asked us to accept several

at "risk" public school students and evaluate their progress in this type program for possible use in public schools.

A statewide hot-line is being activated with funds from the Governor's office and our libraries are included in the referral system.

Plans are underway to use a $100,000 governor's grant to innovate programs in the 8-county area.

The Governor's Office for Literacy granted us $5,000 for up grade of program personnel and to buy new computer software.

United Way has been very interested and supportive. We are trying to arrange for literacy services to be specially extended to United Way's reach-out programs. We have been invited to apply for grant fund through their national organization. This will be for better evening arrangements for people who work days.

Acquisitions & Gifts

1 PALS IBM Computer System - Computer tables & chairs. Gift of Sara Lee Foundation and CREATE Foundation.

1 Apple Computer. Library surplus. Software - Spelling, Math, Comprehension K-4.

$2000 Office Partitions, Furniture and Office Equipment for Computer Center in the library. Babcock & Wilcox.

$1300 computer installation and miscellaneous program expenses. City of West Point.

$2000 Supplementary student workbooks and teaching materials. Appalachia Regional Commission.

$3000 Low-level reading materials and teacher training books for permanent library collection. Mississippi Library Commission.

$800 New typewriter for coordinator's office from LSCA Grant.

$150 Several memorial contributions for low-level readers books.

Approximately 400 permanent collection low-level readers cataloged; LSCA Grant and gift.

$3000 Star Program & other software - JTPA 5%

$1500 Software. United Way.

$450 Friends of the Library

Aurora Club	$25
WINNING CBN	$500
Longnecker Foundation	$500
F.F.M. Mfg. Company	$25
Cotton Gin Port D.A.R.	$30
Townhouse Pent House	$125
Amory Library Board	$2900
Grant Taylor	$20
Memorials	$70
Kiwanis Club	$5000
CREATE	$4333
Friends of the Library	$520

Referral Because of the library's accessibility and our publicity, people call the Literacy Program for answers to many education related problems. We refer them appropriately.

Program Narrative

A.4

We have expanded to a new county and have participation in four new libraries. Tombigbee Regional Library System includes 4 counties. We began expansion in the 2 largest towns Amory and Eupora in 1988. The coordinator has spent a great amount of time helping the new libraries move toward a managed, stable part of this system's literacy program. With the leadership of the Head Librarian and with supervision, planning and student materials supplied by headquarters library and coordinator, the programs were started and a part-time coordinator hired to promote, recruit, and schedule the participants. Funds for the salaries were from budgets of LSCA Grant and JTPA Grant.

Eupora now supervises Mathiston and Maben (Webster County). Choctaw County with 2 libraries is now active in Ackerman and Weir, and Amory works with Wren.

Each unit has been supplied with student materials, tutor training, administrative supervision and any other services the part-time Assistant Coordinator requires. All administrative, purchasing, budgeting and general oversight is by Regional Coordinator from headquarters office. Salaries are from either LSCA or JTPA funding.

The JTPA supervisor was very helpful to us in developing our operation and procedure at the beginning of the program. We are basically operating under the same guidelines, with adjustments compatible with our particular area and situation. A literacy program is a living, moving organization and as growth and expansion have occurred, so have developed different problems to be addressed.

With the acquisition of a wider variety of supplemental training materials and equipment we have enlarged the scope of student training to include more practical, coping type activities, and materials collected in the community from businesses, employment service and government agencies.

We have implemented an Individualized Education Program (IEP) tailored to meet the needs of each student. In addition to conventional reading and math studies, time is being spent to teach verbal and math skills and information relevant to, child care, shopping, driving, typing, applications, money-management etc. We are using Dr. Jordi Phillip's methods for advanced, and the Brigance system for low-level readers.

We are now using TABE adult education testing where appropriate as well as Slosson testing. We have acquired GED practice materials for training more advanced students.

We have enlarged teaching to include more math practice and writing to give student balanced educational skills, needed to advance to GED and meet coping needs.

The addition of additional well integrated software has made the computer lab a main teaching component. (See computer expansion, page 15.

We keep individual student files and record up-dated progress monthly with tutor reports and interview when needed.

Through experience, I feel we have improved our skills in student motivation, teacher placement, scheduling and eliminating lapses in tutoring schedules. We have become more adapt at student testing and specialization programs for each student's need.

Our greatest problem, and not practical to change is the short time the students have at classes, approximately 2 to 4 hours a week.

We have in addition to the initial tutor training, developed seminars with expert adult education teachers as speakers. We have encouraged tutor participation in area and regional workshops and meetings. We also have "rap sessions" for the tutor to present their problem areas and try collectively to present solutions.

The volunteer teachers are our most valuable asset, for without them there is no program, so anything that is encouraging and stimulating for them, is an excellent investment.

We have conducted during the year approximately 17 teacher training sessions, and have sponsored 3 major area-wide training events, for advanced tutor training.

A.6

The addition of hours to the coordinator's job provided by LSCA Grant, plus the recent addition of 4 part-time coordinators has made our expansion possible. As our student numbers grow, maintaining quality training and organized procedures has required more time and skills. The daily management of many students and teachers, scheduling, rescheduling, and providing class space and maintaining a full computer program requires many hours. Each unit now has management time appropriate to its needs. We have made every effort to conserve time and fully utilize all our resources in order to serve as many students in a quality educational process as possible.

COMPUTERIZED SYSTEM

During this grant period another computer lab was donated. This new one is located in Amory Library and was obtained through the efforts of the Amory Kiwanis Club, Friends of the Library and private donations from the public and several industries there. It consists of two IBM computers with software for PALS method and other software to meet a variety of student needs.

The computer lab in West Point is in full use, with the machines in operation all of the four days that the staff is on duty and as required the other days by the tutors. As a supplement to the curriculum and to make up for tutor shortages it has become indispensable.

All students who enroll can be immediately put into training without the time-lag of finding the appropriate tutor. During this period, the coordinator can get to know each student and assess their strengths and weaknesses and do a better job of tutor placement.

The advanced students can use it to broaden their scope of learning with math, phonics, sentence structure, spelling and grammar assistance. While there is nothing more productive than the one-on-one tutor method, the extras afforded by computer training are a very important part of our operation. Many students use computers several hours weekly in addition to tutor work.

We have reason to believe that we will be given another computer in the immediate future.

PROMOTION AND PUBLICITY

The local newspapers have responded to every request for news and feature stories. A reporter has been available at most of the major meetings. Regular coverage from 2 regional newspapers and 4 local papers has been helpful. They all seem pleased to help.

The local radio station runs public service announcements regularly and has presented a "talk show" about local literacy problems and needs.

The local ABC-TV affiliate has been generous with their time and interest. Two other area TV stations have presented new program and feature stories concerning literacy. We have had 2 TV talk shows featuring tutors and 2 featuring our area tutor training.

The only paid publicity has been small newspaper ads to recruit teachers throughout the county. They were effective. Also quantities of posters for county-wide distribution were printed.

The general public has been very responsive. All the Civic Clubs have had us for speakers, and many church groups have been interested. This has provided teachers, publicity, and good will. The students, themselves, bring in many of the new students. We have had several family groups at a time.

IMPACT OF THE FEDERAL PROJECT (LSCA)

While the LSCA Grant was two-thirds of our funding, it was fully 95% of our program's success.

It has made it possible for the library to approach industry and the community in general with stable and attainable plans for development and planning.

It has provided for the training of approximately 116 students who were not eligible under JTPA. We could attract motivated young industrial workers and business people, and could include young mothers and retired people. The fact that this was a national grant for Library Literacy gave credence to our plans to continue and grow. It was also a real plus in getting our second computer lab donated.

The communities involved have responded to the idea that the literacy efforts are sponsored on a broad base with funding from the national library funding as well as the state level. This has made soliciting community support much easier to obtain.

The addition of funding for part-time assistants has made it possible to utilize the full potential of our computer training lab. It has also allowed for better and closer supervision and operation of all phases of the systems 7 units, with additional personnel time.

The acquisition of a wide variety of supplemental and permanent low-level reading materials has given tutors a wider-based curriculum to

meet specific student needs, especially in areas of life-style coping and job-ability enhancement.

LITERACY AND LIBRARIES

A major impact of this project is that it puts literacy training in libraries. This is a very effective and compatible combination. It adds another level of community service and involvement to the Library's mission. It provides an atmosphere of learning that impresses students. The library is accessible for both teacher and student and is a pleasant and convenient place for classes. It attracts many people into the library who are not regular patrons. The library setting has helped attract a high quality of tutors. Library patrons and Friends of the library have been recruited. Anyone who frequents the library is obviously a good reader and obviously has a little free time.

The pleasant atmosphere, the genial attitude of library personnel and the high quality resources of the library all contribute greatly. Library staff's assistance expands coordinators time.

There has been outstanding interaction with other libraries throughout the state with small meetings to discuss mutual areas of interest. Tombigbee Coordinator has met with literacy workers in libraries in Booneville, MS and Corinth, MS to speak to groups concerning the operation of a library literacy program. Mid-Mississippi regional has started a new program and we have met

twice with its director to help with planning and organization. This regional participation strengthens all the library literacy efforts, and is making these efforts a recognized resource in the literacy endeavors in Mississippi.

In addition we have continually received help, support, coordination, materials and leadership from the Mississippi Library Commission. We also have the support of the Friends of the Library with contributions of money, help with training programs and publicity.

At the statewide meetings for coordinators it is recognized that many of the best efforts for literacy are being accomplished by Library sponsored programs.